



## **Utah CCGP---Guidance Activities Results Report (Large Group) 2006-2007**

**School Name: Rocky Mountain Middle School**

### **ABSTRACT**

Over the past several years as the grades/GPA of students have been tracked it has become obvious that the number one reason students at RMMS receive low or failing grades can be attributed to missing and incomplete assignments. Our observation has been that when students complete work and turn it in they perform well academically. As an administrative/counseling team we developed the idea of a lunch study hall to help students complete all work. The lunch study hall was started this year. By running the study hall at lunch time students had school time to complete work but did not miss any instruction time. Students were referred to the study hall by teachers as soon as they fell two assignments behind. The study hall was conducted by several certified teachers and aides. Administrators/counselors also periodically attended the study hall. We expected that the number of failing grades would decrease, that the number of completed assignments would increase, and that testing scores would also increase. Our results confirmed that all three of our hypotheses were accurate.

### **PROJECT DESCRIPTION**

#### **Introduction:**

- This project helps us accomplish the Utah CCGP Student Outcome Standard A, Objectives 1, 2, and 3: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- We expected that by attending the stud hall, students would improve academic performance, shown by increased GPA, increased testing scores, increased assignment completion rates, and lower incidence of failing grades.
- Although the study hall was attended by both 6<sup>th</sup> and 7<sup>th</sup> graders, we focused on 7<sup>th</sup> graders for the collection of our data.

#### **Participants:**

- From its inception, the study hall was to be available to all students, but we really had no idea how many would actually attend. Over the course of the school year, 305 of the 355 7<sup>th</sup> graders in our school attended study hall at least once, and the vast majority of those who attended did so several times.

#### **Method:**

- The Study hall was such a large project that the entire school community participated in its implementation. The original plan was drawn up by the school administrative/counseling team. Then it was presented to the teachers in the beginning of the year faculty meeting. We started the study hall during the second week of school and made periodic changes and adjustments as necessary. The plan called for all teachers to refer any student who fell 2 assignments behind in any class to the lunch study hall. Once referred, a student would attend study hall during lunch/SSR time until he/she had completed all missing work. Also, any student who wanted to attend but had not been referred by a teacher could voluntarily attend the study hall.

- All staff participated in the study hall by referring students and occasionally attending the study hall to help students complete work. There were 3 licensed teachers who attended study hall on a daily basis as well as two aides. On any given day the 3 teachers and 2 aides were accompanied by a few other teachers, counselors, or administrators. Running the study hall was a huge commitment for the entire school.
- The study hall ran the whole course of the year.
- To evaluate the effectiveness of the study hall we tracked the number of students attending, the number of assignments completed in study hall, and we have looked at some GPA data as well as test scores.

## **RESULTS**

The data we collected has shown that the study hall has been beneficial to our students. Over the course of the year there were 4898 7<sup>th</sup> grade study hall referrals made. There were 952 7<sup>th</sup> grade self referrals made during the year. During the course of the year the 7<sup>th</sup> graders completed 5146 assignments during the lunch study hall. Last year at first quarter mid term we had 16 sixth graders who were failing three or more classes. This year we have been watching that same group of students (now seventh graders) and at mid term only three were failing three or more classes. Ms. Thacker, one of the 7<sup>th</sup> grade Math teachers, looked at the math scores of one of her classes. She noticed that every single student in her class improved on the CORE test this year when compared to last year. There were 27 7<sup>th</sup> graders who attended the study hall 20 or more times during the year. Those students, on average, raised their math CORE test score 6.4% when compared to their 6<sup>th</sup> grade scores. We have gathered so much data that we have not yet been able to compile it all and it will likely be several weeks before we are able to do so. However, everything we have seen thus far has been hugely encouraging.

## **DISCUSSION**

When we started the year we were optimistic that our study hall would help students find academic success. The results we have gathered at this point show that the study hall has been more effective than we could have imagined. We are ecstatic with what the data is showing. We will definitely be continuing the study hall in the future.



## **Utah CCGP-Closing the Gap Results (Small Group) 2006-2007**

**School Name:** Rocky Mountain Middle School

**Target Group:** 10 highly at-risk students.

**Target Group selection is based upon:** The 10 students chosen to participate in this group were chosen based on several factors including grades, teachers recommendation, parent/counselor/administrator referral, social interactions, etc.

### **ABSTRACT**

For the past 3 years Mr. Panarelli (Sped. Teacher) has conducted a small martial arts class designed to teach kids social interactions, how to work in groups, motivation, etc. As counselors we decided to track this class throughout the year and to add “Why Try” training to the curriculum. We administered a survey to teachers at the beginning of the year and at the end of the year to gauge change in student behavior. The survey asked 6 questions designed to gauge classroom conduct, effort, social appropriateness, student perception of school, ability to work in groups, and ability to achieve goals. We also tracked student GPA throughout the year. The students attended Mr. Panarelli’s class 1<sup>st</sup> period every day throughout the school year. Starting 2<sup>nd</sup> term, the counselors taught the “Why Try” curriculum to the students on a bi-weekly basis as a part of the entire class curriculum. Over the past few years, our perception has been that the kids who attend this class have improved socially, academically, etc. We expected that by gathering data we could show that this class has been beneficial academically, socially, motivationally, etc. However, to our surprise, the data we gathered suggests that there was almost no noticeable positive or negative change with our 10 students throughout the year. The only positive change that the data revealed was a small increase in teachers’ perceptions of the ability of our 10 students to work effectively in groups. Although over the course of the year we saw little change, when data from this year is compared to data from last year some change is evident. The group of 10 students improved their CORE test scores from 6<sup>th</sup> grade to 7<sup>th</sup> grade as well as their average GPA, however we cannot show exactly how the martial arts intervention may have affected the increase.

### **PROJECT DESCRIPTION**

#### **Introduction:**

- This plan was developed and based on several Utah CCGP student outcomes.
  - Standard A, objectives 1,2,and 3: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.
  - Standard G, objectives 1 and 3: Students will develop the ability to evaluate and to approach life as a contributing citizen in the global community.
  - Standard I: Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems.
- Intended Student Behavior
  - It was hypothesized that student GPA would improve over the course of the school year.
  - It was also believed that teachers would note an improvement in motivation, social interactions, classroom conduct, effort, ability to achieve goals, and student ability to work in groups.

#### **Participants:**

- We had 10 7<sup>th</sup> grade students who were hand selected for the class.

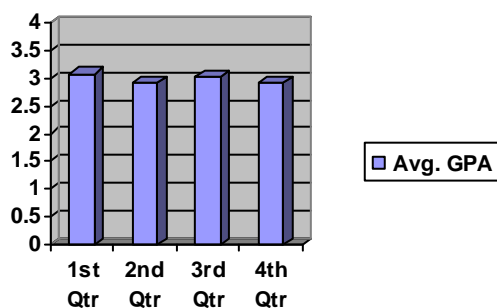
- The group was picked based on several factors. The students were all identified as “at-risk.” Students were also chosen based on teacher recommendations, as well as counselor recommendations. Most of the participating students also have an IEP. Students were also selected based on their personal desire to be in Mr. Panarelli’s martial arts class.

### Method:

- Mr. Panarelli conducts a 7<sup>th</sup> grade Martial Arts class first period. In the class, Mr. Panarelli places an emphasis on teamwork, goal setting, and appropriate social skills. These concepts are taught as an integral part of the Curriculum. As counselors, we also conducted classroom presentations utilizing the “Why Try” curriculum.
- The class was conducted as a year long class and ran through the entire year.
- The effectiveness of the program was measured by tracking student GPA as well as a survey that was completed on each student by all teachers. (See attached survey.) We also examined some CORE test results and compared the students 6<sup>th</sup> grade CORE scores to their 7<sup>th</sup> grade Core scores.
- As previously stated, the counselors provided the “Why Try” training and Mr. Panarelli provided the martial arts curriculum.

### RESULTS

The first indicator we looked at was students GPA. Although we had expected an increase in GPA over the course of the year, Student GPA stayed level. The average GPA for students involved in the



intervention stayed between 3.08 and 2.92 for all four terms. (See Graph) The next indicator we looked at was a survey that was completed by all of the teachers of each of the 10 students involved in the intervention. The survey was 6 questions long and was answered using a Likert scale with answers ranging from “strongly agree” to “strongly disagree.” The survey was taken in the Fall and then again in the Spring. We expected to see an increase in “agree” and “strongly agree” responses from the Fall survey to the Spring survey. However, in 5 of the 6 survey questions the responses remained largely unchanged from the Fall to the Spring survey. The percentage of “agree” and “strongly

agree” responses stayed within 2 percentage points from the Fall to the Spring survey. The only question that showed more than a 2% change was the question used to gauge how well students could work in groups. Teachers’ responses showed a 5% increase in “agree” and “strongly agree” responses from Spring to Fall to the statement “*I feel that my student is able to work effectively in groups.*” (See attached survey results) Although the majority of the data we collected shows that the group stayed consistent through the year with relatively no improvement or digression, when the data we collected this year is compared with the same data from last year we see some significant improvement. For example, the group of 10 students improved their math CORE test scores nearly 9 percentage points, on average, from 6<sup>th</sup> grade to 7<sup>th</sup> grade. However, because we did not have a control group in our project, we cannot say weather this increase can be attributed to the martial arts intervention or to the school wide study hall that was implemented this year. We do know that we have seen significant improvement in math CORE test results school wide, and not just with this group. Preliminary data collection is suggesting that perhaps a 9% increase in CORE test scores is higher than the increases seen for the general population at our school. Also, this group of ten students improved their average cumulative GPA from 6<sup>th</sup> grade (2.500) to 7<sup>th</sup> grade (2.781). Although the lack of a control group makes

it unclear exactly why this group of students improved in CORE testing and GPA, we believe that the martial arts curriculum and “Why Try” training contributed to the overall improvement.

## **DISCUSSION**

Over the past few years we have watched the students who have been placed in the martial arts class and have believed that the students in that class have benefited in many ways. After receiving “Why Try” training we felt like combining that curriculum with Mr. Panarelli’s martial arts would be a good fit. As the year progressed it seemed that the students were not making the same progress as they had in years past. We have questioned why on several occasions and have not come to any concrete conclusions. We have wondered if we simply had a more “difficult” group this year than in years past. We have wondered if one particular student, who was very influential and negative, poisoned the whole group. We have also wondered if perhaps this year has not been different from other years and we had erroneously believed the students improved academically, socially, etc. in the past. It was interesting to note that during the year the group seemed to remain consistent without much improvement, but that the group seemed to improve when compared to last year. We feel that before we can determine the true effectiveness of the program we will need to gather data from more than one year. If the program continues, we will have the opportunity to collect further data.

## Social skills survey Fall

Survey  
6 – Forced Response

1. I feel that my student exhibits appropriate classroom conduct.

		Response Percent	Response Total
Strongly Agree	<div><div></div></div> 31%	31%	11
Agree	<div><div></div></div> 31%	31%	11
Undecided	<div><div></div></div> 20%	20%	7
Disagree	<div><div></div></div> 17%	17%	6
Strongly Disagree		0%	0
<b>Total Respondents</b>			<b>35</b>
(skipped this question)			0

2. I feel that my student is working to his/her academic potential.



		Response Percent	Response Total
Strongly Agree	<div><div></div></div> 20%	20%	7
Agree	<div><div></div></div> 49%	49%	17
Undecided	<div><div></div></div> 17%	17%	6
Disagree	<div><div></div></div> 14%	14%	5
Strongly Disagree		0%	0
<b>Total Respondents</b>			<b>35</b>
(skipped this question)			0



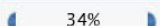

3. I feel that my student exhibits appropriate social interactions.





		Response Percent	Response Total
Strongly Agree	<div><div></div></div> 17%	17%	6
Agree	<div><div></div></div> 46%	46%	16
Undecided	<div><div></div></div> 23%	23%	8
Disagree	<div><div></div></div> 14%	14%	5
Strongly Disagree		0%	0
<b>Total Respondents</b>			<b>35</b>
(skipped this question)			0

4. I feel that my student has a positive outlook on school.

		Response Percent	Response Total
Strongly Agree	<div><div></div></div> 17%	17%	6
Agree	<div><div></div></div> 40%	40%	14
Undecided	<div><div></div></div> 23%	23%	8

Disagree		17%	6
Strongly Disagree		3%	1
<b>Total Respondents</b>			<b>35</b>
(skipped this question)			0

5. I feel that my student is able to work effectively in groups.			
		Response Percent	Response Total
Strongly Agree		14%	5
Agree		31%	11
Undecided		34%	12
Disagree		20%	7
Strongly Disagree		0%	0
<b>Total Respondents</b>			<b>35</b>
(skipped this question)			0





6. I feel that my student has the ability to achieve his/her goals.			
		Response Percent	Response Total
Strongly Agree		34%	12
Agree		57%	20
Undecided		6%	2
Disagree		3%	1
Strongly Disagree		0%	0
<b>Total Respondents</b>			<b>35</b>
(skipped this question)			0







## Social Skills survey Spring

Survey  
6 - Forced Response


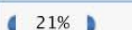

1. I feel that my student exhibits appropriate classroom conduct.

		Response Percent	Response Total
Strongly Agree		29%	10
Agree		32%	11
Undecided		21%	7
Disagree		18%	6
Strongly Disagree		0%	0
<b>Total Respondents</b>			<b>34</b>
(skipped this question)			0


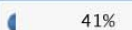
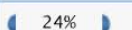
2. I feel that my student is working to his/her academic potential.

		Response Percent	Response Total
Strongly Agree		21%	7
Agree		50%	17
Undecided		15%	5
Disagree		15%	5
Strongly Disagree		0%	0
<b>Total Respondents</b>			<b>34</b>
(skipped this question)			0



3. I feel that my student exhibits appropriate social interactions.


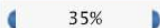
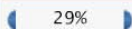

		Response Percent	Response Total
Strongly Agree		15%	5
Agree		50%	17
Undecided		21%	7
Disagree		15%	5
Strongly Disagree		0%	0
<b>Total Respondents</b>			<b>34</b>
(skipped this question)			0


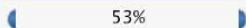


4. I feel that my student has a positive outlook on school.

		Response Percent	Response Total
Strongly Agree		18%	6
Agree		41%	14
Undecided		24%	8



Disagree		15%	5
Strongly Disagree		3%	1
<b>Total Respondents</b>			<b>34</b>
(skipped this question)			0

5. I feel that my student is able to work effectively in groups.			
		Response Percent	Response Total
Strongly Agree		15%	5
Agree		35%	12
Undecided		29%	10
Disagree		21%	7
Strongly Disagree		0%	0
<b>Total Respondents</b>			<b>34</b>
(skipped this question)			0

6. I feel that my student has the ability to achieve his/her goals.			
		Response Percent	Response Total
Strongly Agree		38%	13
Agree		53%	18
Undecided		6%	2
Disagree		3%	1
Strongly Disagree		0%	0
<b>Total Respondents</b>			<b>34</b>
(skipped this question)			0

## Social Skills Class Survey

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Name of Teacher: \_\_\_\_\_

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I feel that my student exhibits appropriate classroom conduct.					
2. I feel that my student is working to his/her academic potential.					
3. I feel that my student exhibits appropriate social interactions.					
4. I feel that my student has a positive outlook on school.					
5. I feel that my student is able to work effectively in groups.					
6. I feel that my student has the ability to achieve his/her goals.					



## **Utah CCGP---Guidance Activities Results Report (Large Group) 2006-2007**

**School Name: Wasatch Mountain Junior High School**

### **ABSTRACT**

This project is to determine the results of a new school wide program to improve student grades. At the beginning of 3<sup>rd</sup> term we initiated a school wide lunch time tutoring program. This was definitely a team effort. It took the help of everyone in the building from administration and counselors to teachers, lunch staff and custodians. The teacher teams decided among themselves which teacher would do tutoring for their subject on specific days. The day before the tutoring session, the teacher compiled a list of students missing more than two assignments in that class. That list was sent to the administration. Those students were required to attend lunch time tutoring the following day. A lunch was ordered for them and brought to the tutoring room. Students attended tutoring during their lunch period and their advisory period to make up missing work, get extra help etc. Those students not recommended for tutoring were given an extended lunch period as a reward. If a student did not attend a tutoring session that they were required to attend they would be sent to PASS the next day. We were hoping that this program would improve student grades especially for those students who are unable to attend the after school tutoring programs offered by the school. We analyzed D and F grades to determine success. There was definitely a decrease in D and F grades 3<sup>rd</sup> term with the addition of lunch time tutoring.

### **PROJECT DESCRIPTION**

#### **Introduction:**

- Numeracy and Literacy
- Improve Student grades. Decrease the number of D and F grades received by students.

#### **Participants:**

- The entire school population was involved in the program. 70% of students have been referred to lunch time tutoring at least once. Many students that were referred however, make up their work before the actual tutoring session.
- All students school wide decrease the number of D and F grades.

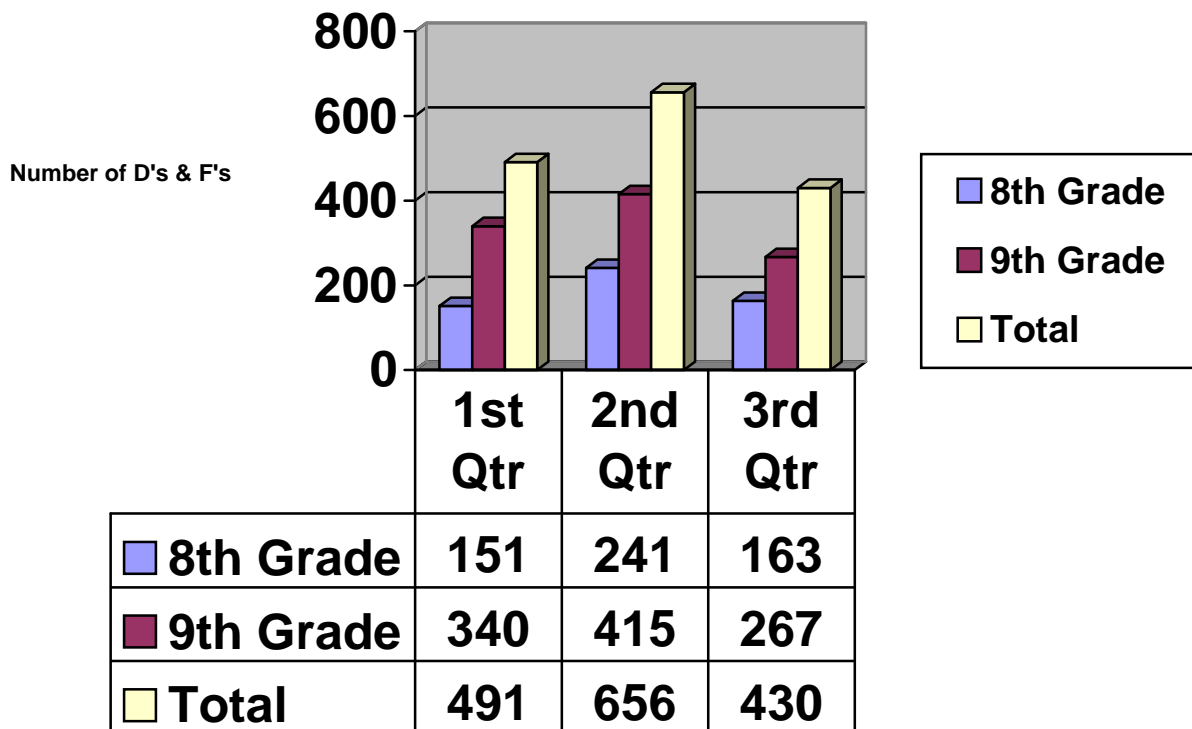
#### **Method:**

- Lunchtime tutoring – each teacher does one day a week for their classes.
- The entire staff was involved in making this project work – from administration and counselors to teachers, lunch staff and custodians. Phone calls to parents were generated for all students recommended for tutoring the next day.
- Project began at the beginning of 3<sup>rd</sup> term approximately March 20, 2007 and continues currently.
- We compared the number of D and F grades 1<sup>st</sup> and 2<sup>nd</sup> terms to the number in 3<sup>rd</sup> term.
- Lori Hendry and Amber Terry
- Teachers use their regular classroom curriculum and give students extra help as needed.

## RESULTS

1<sup>st</sup> term the 8<sup>th</sup> grade students received 151 D and F grades. The 9<sup>th</sup> grade received 340 D's and F's with a total of 491. 2<sup>nd</sup> term the 8<sup>th</sup> grade students received 241 D's and F's and the 9<sup>th</sup> grade received 415 with a total of 656. The 8<sup>th</sup> grade increased the number of D's and F's by 90. The 9<sup>th</sup> grade D's and F's increased by 75. It was at this point, the beginning of 3<sup>rd</sup> term, that we initiated the lunch time tutoring program. At the end of 3<sup>rd</sup> term 8<sup>th</sup> grade D's and F's decreased to 163 and 9<sup>th</sup> grade decreased to 267 with a total of 430. This is a decrease for 8<sup>th</sup> grade of 78 or 32.4% from 2<sup>nd</sup> term. The 9<sup>th</sup> grade D's and F's decreased 148 or 35.7% from 2<sup>nd</sup> term. The total D's and F's for 3<sup>rd</sup> term was 430 which was a decrease of 226 or 34.5% from 2<sup>nd</sup> term.

## D and F Grades Received



## DISCUSSION

The lunch time tutoring program seemed to have an effect on the number of D's and F's given to students. The trend before the program was implemented was that D's and F's were increasing. After the program, D and F grades decreased by 34.5% in just one term. We will definitely continue to implement this program 4<sup>th</sup> term this year and into next year. We have offered after school tutoring opportunities for students in the past with mixed results. It is very difficult to get students to stay after school to make up work especially the high risk students and some students can not stay after school due to transportation issues. As a school we recognize the effectiveness of this program. We have realized that it takes the entire schools effort to make an impact with students. This program definitely requires teamwork. All staff has been involved in making this program a success and it was necessary for everyone to be committed to the program in order for it to work.



## **Utah CCGP-Closing the Gap Results (Small Group) 2006-2007**

**School Name: Wasatch Mountain Junior High**  
**Target Group: Students determined as high risk**  
**Target Group selection is based upon: Grades**

### **ABSTRACT**

We chose this project to improve grades for at risk students. We used a team consisting of administration, counselors, teachers and the PASS instructor to determine students in need of help with grades. This team met weekly and those students in need were referred to interventions as needed. Those interventions were (in order of use): teaming, advisory classes, content teacher tutoring, consultation time, study hall referral, meeting with counselor, meeting with administration, special ed. referral, academic probation, summer school, retention. At the end of second term we noticed grades were not improving. We had been observing a program currently being used at the middle school. It seemed to be working well and we decided to add this program to our list of interventions. This program improved our ability to do content teacher tutoring. The new intervention consists of lunch time tutoring for all students missing two or more assignments in a given class. Each team teacher takes a turn doing lunch time tutoring for their subject. All students recommended for tutoring for that class are required to go to that session. Since implementing the lunch time tutoring program grades have definitely improved.

### **PROJECT DESCRIPTION**

#### **Introduction:**

- Literacy and Numeracy
- Increase Grade Point Average for High Risk Students

#### **Participants:**

- 37 - 8<sup>th</sup> Grade Students and 44 - 9<sup>th</sup> Grade Students – Total Students - 81
- Students needing help improving grades as deemed by the High Risk Team

#### **Method:**

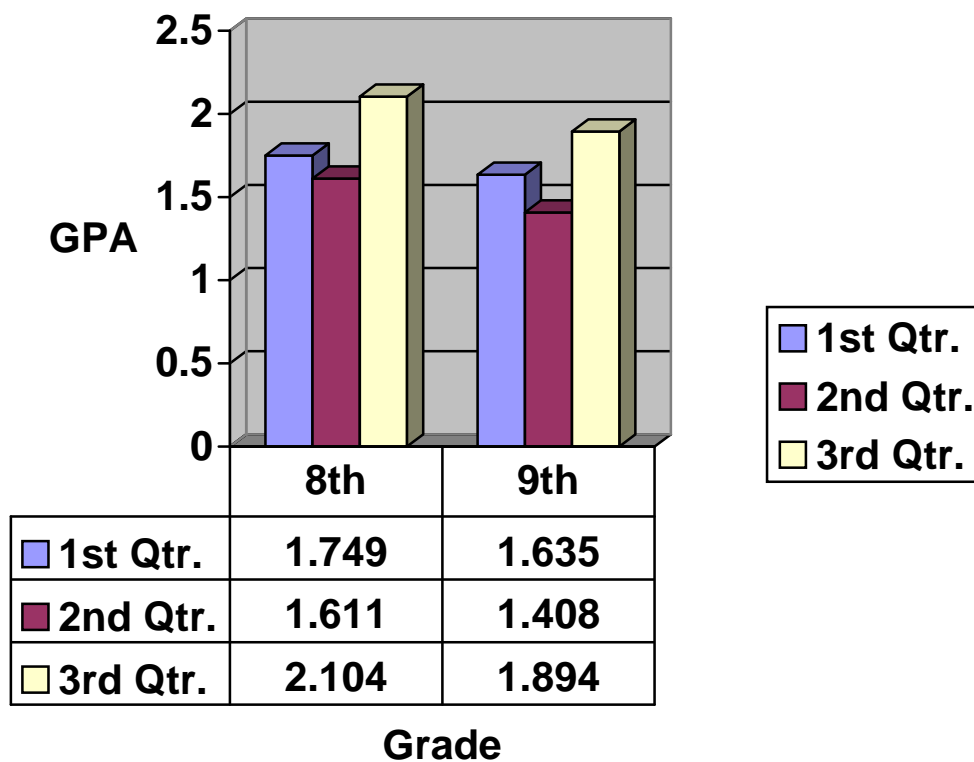
- The High Risk Team consisting of administration, counselors, teachers and the PASS instructor met weekly to determine students struggling with grades and the interventions necessary for each student.
- Weekly meeting with High Risk Team Members. All other staff were involved in the interventions especially the lunch time tutoring – it is definitely a school wide effort to make it work.
- The first High Risk team meeting was held on August 30<sup>th</sup> and is currently being held. Data being evaluated is from the end of 1<sup>st</sup> term to the end of 3<sup>rd</sup> term.
- Student Grade Point Average was used for data. 1<sup>st</sup> terms grade point average was used as the base although interventions were started during 1<sup>st</sup> term. 1<sup>st</sup> terms grade point average was then compared with 2<sup>nd</sup> term and then with 3<sup>rd</sup> term. There was also a comparison between 2<sup>nd</sup> terms grade point average and 3<sup>rd</sup> terms. Average GPA's for all students were compiled and the positive or negative grade change between terms was considered as well as the average change for each term. Percentage of students increasing their grade point average for each term was also compiled. Data was also kept on the number and types of intervention used for each student.

- Lori Hendry and Amber Terry
- A variety of curriculum and materials were used. We kept a tracking sheet for each student recording the types of interventions used with that student. We used a pyramid of Academic Interventions beginning with interventions that all students received to interventions that very few students received. The pyramid was as follows:
  - Teaming – Advisory – Content Teacher Tutoring – After School Tutoring – Study Hall Referral – Meeting with Counselor – Meeting with Administration – Academic Support/Study Hall – Special Ed. Referral – Academic Probation – Summer School - Retention

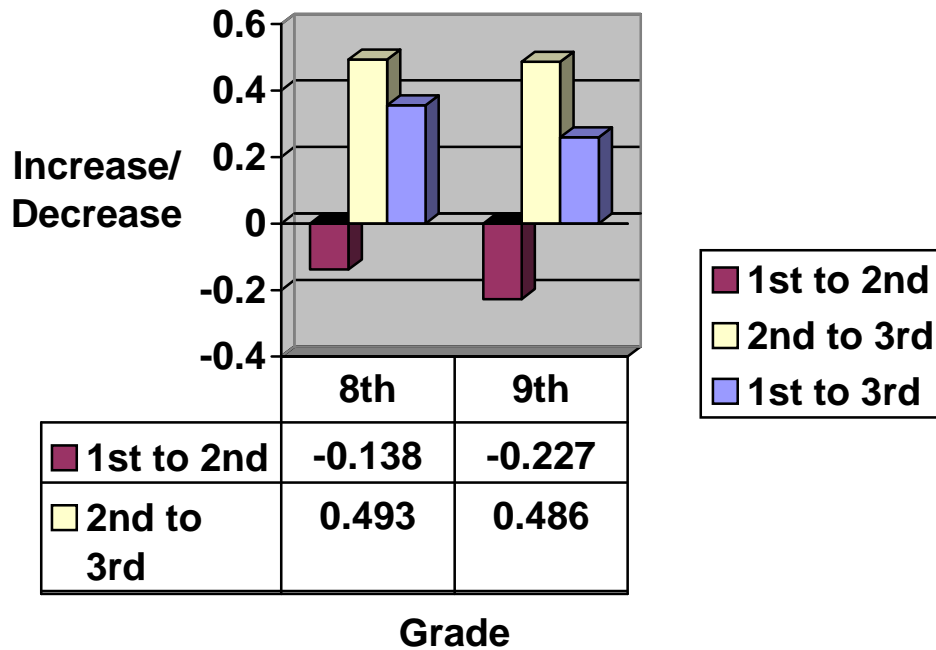
## **RESULTS**

The beginning average GPA for 1<sup>st</sup> term for 8<sup>th</sup> Grade Students was 1.749. The average GPA 1<sup>st</sup> term for 9<sup>th</sup> Grade Students was 1.635. 2<sup>nd</sup> terms GPA's actually decreased with 8<sup>th</sup> Grade going to 1.611 an average decrease of .138 and 9<sup>th</sup> Grade going to 1.408 with an average decrease of .227. At this point the high risk team discussed adding an intervention that would improve the content teacher tutoring portion of the pyramid. It was decided to add a lunch time tutoring program that the middle school has been using with success. The teachers in each team take turns doing lunch time tutoring for their subject and all students missing two or more assignments in that class are required to go to that tutoring session. If students failed to attend a tutoring session they were assigned to they were sent to PASS. This new intervention had dramatic results. The average GPA for 8<sup>th</sup> grade went to 2.104 an average increase of .493 from 2<sup>nd</sup> to 3<sup>rd</sup> term and an average increase of .355 from 1<sup>st</sup> to 3<sup>rd</sup> term. 81.08% of the 8<sup>th</sup> grade high risk students increased their GPA from 2<sup>nd</sup> to 3<sup>rd</sup> terms and 78.38% increased their GPA from 1<sup>st</sup> to 3<sup>rd</sup> term. The average GPA for 9<sup>th</sup> grade went to 1.894 an average increase of .486 from 2<sup>nd</sup> to 3<sup>rd</sup> term and an average increase of .259 from 1<sup>st</sup> to 3<sup>rd</sup> term. 81.82 percent of the 9<sup>th</sup> grade high risk students increased their GPA from 2<sup>nd</sup> to 3<sup>rd</sup> terms and 65.91% increased their GPA from 1<sup>st</sup> to 3<sup>rd</sup> term.

## **Average GPA**



## Ave. Increase/Decrease in GPA



### DISCUSSION

From this data we learned that our initial tracking and interventions with high risks students alone was not enough to make an improvement in grades. It took a school wide effort with all staff in the school working together to help these students improve. It wasn't until the school-wide lunch time tutoring program was added to the interventions that grades really improved.

We will continue to hold the at risk meetings because we feel it helps to identify students that need a little extra support and interventions. We will also continue the school-wide lunch time tutoring program that is in place to help all students. After school programs are not enough to help the at risk students. It is very difficult to get them to stay after school and some, due to transportation issues, can't stay after school is let out. The time within the school day is the best way to reach these at-risk students and give them the help they need to get back on track.